

# 2009

## Scoring Tools and Reference Materials for Writing Portfolio Scoring

*These scoring tools and reference materials may be used by teachers during portfolio scoring to help make scoring judgments. For ease of use, we recommend that you copy this packet on colored paper to distinguish it from the rest of your training materials.*

### ***Kentucky Writing Scoring Rubric***

Official scoring tool with which scorers make final scoring judgments.

### **Grade-specific anchor papers\*\***

Anchor papers support scorers' understanding of the rubric by illustrating the language of the rubric indicators within student writing.

### **Grade-specific exemplar sets (Reflective, Poetry)\*\***

Exemplar papers are sets of category- or genre-specific writing samples that further clarify scorers' understanding of the rubric language for specific categories or genres of writing. Whereas anchor papers show examples of mixed categories and genres of writing, exemplars are category- or genre-specific.

### **Reference Materials for Scoring\***

- *Kentucky Writing Scoring Rubric*
- Understanding the Language of the *Kentucky Writing Scoring Rubric*
- Categories of Writing (4-column Chart)
- Applying the Criteria to Poetry
- Applying the Criteria to Informative/Technical Writing
- Applying the Criteria to Written Analysis
- Applying the Criteria to Reflective Writing

\*Included in the Resource Materials packet

\*\*Included within the *Kentucky Writing Handbook* (Poetry Exemplars download, new 2009)

# Kentucky Writing Scoring Rubric

0	1	2	3	4
CONTENT				
Purpose and Audience; Idea Development and Support				
<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks purpose</li>   <li><input type="checkbox"/> Lacks awareness of audience</li>   <li><input type="checkbox"/> Lacks idea development; may provide random details</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to establish a general purpose; lacks focus</li>   <li><input type="checkbox"/> Indicates limited awareness of audience's needs</li>   <li><input type="checkbox"/> Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to establish and maintain a narrowed purpose; some lapses in focus</li>   <li><input type="checkbox"/> Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone</li>   <li><input type="checkbox"/> Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious; may apply some characteristics of the genre</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and maintains an authentic focused purpose throughout</li>   <li><input type="checkbox"/> Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone</li>   <li><input type="checkbox"/> Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and maintains an authentic and insightful focused purpose throughout</li>   <li><input type="checkbox"/> Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone</li>   <li><input type="checkbox"/> Demonstrates reflective, analytical and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre</li> </ul>
0	1	2	3	4
STRUCTURE				
Organization: unity and coherence; Sentences: structure and length				
<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates random organization</li> <li><input type="checkbox"/> Lacks transitional elements</li> <li><input type="checkbox"/> Demonstrates incorrect sentence structure throughout</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates ineffective or weak organization</li> <li><input type="checkbox"/> Demonstrates limited and/or ineffective transitional elements</li> <li><input type="checkbox"/> Demonstrates some ineffective or incorrect sentence structure</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates logical organization with lapses in coherence</li> <li><input type="checkbox"/> Demonstrates some effective transitional elements</li> <li><input type="checkbox"/> Demonstrates simple sentences; may attempt more complex sentences but lacks control of sentence structure</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates logical, coherent organization</li> <li><input type="checkbox"/> Demonstrates logical, effective transitional elements throughout</li> <li><input type="checkbox"/> Demonstrates control and variety in sentence structure</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates careful and/or subtle organization that enhances the purpose</li> <li><input type="checkbox"/> Demonstrates varied and subtle transitional elements throughout</li> <li><input type="checkbox"/> Demonstrates control, variety and complexity in sentence structure to enhance meaning</li> </ul>
0	1	2	3	4
CONVENTIONS				
Language: grammar and usage, word choice; Correctness: spelling, punctuation, capitalization, abbreviation and documentation				
	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates lack of control in grammar and usage</li>   <li><input type="checkbox"/> Demonstrates incorrect or ineffective word choice</li>   <li><input type="checkbox"/> Demonstrates lack of control in correctness</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates some control of grammar and usage with some errors that do not interfere with communication</li>   <li><input type="checkbox"/> Demonstrates simplistic and/or imprecise word choice</li>   <li><input type="checkbox"/> Demonstrates some control of correctness with some errors that do not interfere with communication</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates control of grammar and usage relative to length and complexity</li>   <li><input type="checkbox"/> Demonstrates acceptable word choice appropriate for audience and purpose</li>   <li><input type="checkbox"/> Demonstrates control of correctness relative to length and complexity</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates control of grammar and usage to enhance meaning</li>   <li><input type="checkbox"/> Demonstrates accurate, rich and/or precise word choice appropriate for audience and purpose</li>   <li><input type="checkbox"/> Demonstrates control of correctness to enhance communication</li> </ul>

## Kentucky Writing Scoring Rubric

Scoring Criteria	Complete/Incomplete Portfolios
<p><b>Purpose/Audience:</b> The degree to which the writer maintains a focused purpose to communicate with an audience by</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Narrowing the topic to establish a focus</li> <li><input type="checkbox"/> Analyzing and addressing the needs of the intended audience</li> <li><input type="checkbox"/> Adhering to the characteristics of the form (e.g., format, organization)</li> <li><input type="checkbox"/> Employing a suitable tone</li> <li><input type="checkbox"/> Allowing a voice to emerge when appropriate</li> </ul>	<p><b>A portfolio is incomplete if it does not contain</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>A table of contents page* which indicates the following:</b> <ul style="list-style-type: none"> <li>• <b>Required writing in each category</b> (reflective, personal <b>or</b> literary, transactive, transactive with analytical or technical focus [12<sup>th</sup> grade only])</li> <li>• <b>Required number of pieces in each category</b> <ul style="list-style-type: none"> <li>○ <b>4<sup>th</sup> grade</b>—3 pieces (1 in each category)</li> <li>○ <b>7<sup>th</sup> grade</b>—3 pieces (1 in each category)</li> <li>○ <b>12<sup>th</sup> grade</b>—4 pieces (1 in each category)</li> </ul> </li> <li>• <b>Required number of content pieces identified by content area class</b> <ul style="list-style-type: none"> <li>○ <b>4<sup>th</sup> grade</b>—no content piece is required to be identified</li> <li>○ <b>7<sup>th</sup> and 12<sup>th</sup></b>—one content piece other than English/language arts identified by content area class</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> <b>A signed Student Signature Sheet</b></li> </ul>
<p><b>Idea Development/Support:</b> The degree to which the writer develops and supports main ideas and deepens the audience’s understanding by using</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Logical, justified and suitable explanation</li> <li><input type="checkbox"/> Relevant elaboration</li> <li><input type="checkbox"/> Related connections and reflections</li> <li><input type="checkbox"/> Idea development strategies appropriate for the form (e.g., bulleted lists, definitions)</li> </ul>	<p><b>A portfolio is also incomplete if any piece</b></p> <ul style="list-style-type: none"> <li>• is proven to be <b>plagiarized</b></li> <li>• is different from those listed in the <b>Table of Contents</b></li> <li>• is written in a <b>language other than English</b></li> <li>• demonstrates <b>only computational skills</b></li> <li>• consists of <b>only diagrams or drawings</b></li> <li>• represents a <b>group entry</b></li> </ul> <p><b>*Use of the Table of Contents page in the Kentucky Writing Handbook is recommended.</b></p>
<p><b>Organization:</b> The degree to which the writer creates unity and coherence to accomplish the focused purpose by</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engaging the audience and establishing a context for reading</li> <li><input type="checkbox"/> Placing ideas and support in a meaningful order</li> <li><input type="checkbox"/> Guiding the reader through the piece with transitions and transitional elements</li> <li><input type="checkbox"/> Providing effective closures</li> </ul>	<p><b>If a portfolio contains too many pieces, remove the first piece that may be removed without making the portfolio incomplete. Repeat this process until the portfolio contains the correct total number of pieces, the correct number of content pieces, and the correct number of pieces in each category.</b></p>
<p><b>Sentences:</b> The degree to which the writer creates effective sentences that are</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Varied in structure and length</li> <li><input type="checkbox"/> Constructed effectively</li> <li><input type="checkbox"/> Complete and correct</li> </ul>	
<p><b>Language:</b> The degree to which the writer demonstrates</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Word choice <ul style="list-style-type: none"> <li>• Strong verbs and nouns</li> <li>• Concrete and/or sensory details</li> <li>• Language appropriate to the content, purpose and audience</li> </ul> </li> <li><input type="checkbox"/> Concise use of language</li> <li><input type="checkbox"/> Correct grammar/usage</li> </ul>	
<p><b>Correctness:</b> The degree to which the writer demonstrates</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Correct spelling, punctuation and capitalization</li> <li><input type="checkbox"/> Appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)</li> </ul>	

### Understanding the Language of the *Kentucky Writing Scoring Rubric*

The following list is designed as a supplemental instructional and scoring reference that is intended to further clarify the language on the *Kentucky Writing Scoring Rubric*. For each word or phrase, the rubric indicator to which it refers is included in parentheses. A grade-specific set of anchor papers provides examples of the language of the rubric in the context of student writing. While scorers may reference this document during scoring, the scorer's official scoring tool is the *Kentucky Writing Scoring Rubric*.

**Analytical, reflective, and/or insightful** (*idea development*)—the idea development within the writing is analytical (it breaks down a subject or topic to draw new conclusions), reflective (it shows the writer considering past events to make sense of the current issue) and/or insightful (the idea development reveals the inner nature or draws important conclusions about the topic or issue to create new understandings for a reader. Often insightful idea development is also analytical).

**Attempts** (*purpose, awareness of audience's needs*)—writing demonstrates that the student tries to establish a purpose or demonstrates some awareness of an audience's needs but is not completely successful.

**Authentic** (*purpose*)—an authentic purpose is original, realistic, and genuine. When applied to writing, authentic means that the work is the student's own, done for a realistic purpose and readership and in a realistic form that logically fits the purpose and audience or situation. The writing reveals a genuine effort to communicate with others; it is not merely an academic exercise. An authentic form does not necessarily indicate an authentic purpose.

**Awareness of audience's needs**—a writer demonstrates an awareness of audience's needs by incorporating into the writing what readers need to sufficiently understand the meaning or purpose (e.g., sufficient background information, details, charts, bolded text). Any component of a piece of writing that is necessary for a reader's sufficient understanding may be considered a demonstration of "awareness of audience's needs."

**Careful and/or subtle organization that enhances purpose**—organization in writing that is deliberate and intentional to help a reader understand. Organization enhances purpose when the organization helps further the reader's understanding of that intended purpose. Subtle organization may not be apparent to a reader at first. This kind of organization is careful, but it may also be indirect. Careful and/or subtle organization is not predictable but is effective in helping communicate the purpose to the reader.

**Characteristics of the genre**—characteristics that readers typically expect to see given a particular genre writing (e.g., articles have headlines; poems use precise language). However, characteristics of the genre go beyond characteristics of the form. Characteristics of the genre are also demonstrated within the writing itself (e.g., addressing an audience within a speech, strong lead within an article).

**Coherent** (*organization*)—coherent organization means that the organization of the writing is consistent. One part of the writing connects smoothly to the next. Overall, coherent organization means that the parts of the writing work well together to further meaning. To achieve coherent (and logical) organization, a writer will carefully organize ideas within sentences, sentences within paragraphs, and paragraphs within the work as a whole to successfully communicate meaning.

**Correctness (control of) to enhance communication**—spelling, punctuation, capitalization, abbreviation or documentation that is used intentionally to further communicate with a reader (e.g., use of semi-colon to balance ideas in two sentences, use of ellipsis to show information that is left out, non-traditional use of a word to show dialect).

**Focused** (*purpose*)—a purpose that is focused means that the writer keeps that purpose central to the development throughout the writing. A piece of writing that "establishes and maintains" an authentic focused purpose means that the writer is able to stay focused on the intended purpose from beginning of the writing to the end.

**Depth** (*idea development*)—indicates sufficient development of ideas related to the established purpose. Sometimes depth comes through insight (e.g., an insightful line of a poem may reveal depth without necessarily providing lots of details).

**General** (*purpose*)—the writing may attempt to present a purpose, but that purpose is too broad to provide clear focus. Often, a general purpose is more topic-driven than purpose-driven (e.g., a personal narrative all about “my favorite vacation”).

**Grammar and usage (control of) to enhance meaning**—use of grammatical structures or usage of words and phrases to further communicate meaning to the reader (e.g., use of dialect or non-traditional usage of words for effect, use of parallel grammatical structures to enhance meaning).

**Ineffective** (*organization, sentence structure, word choice*)—the organization/sentence structure/word choice does not help to communicate the idea successfully.

**Insightful** (*purpose*)—a purpose in writing that shows the writer’s ability to understand the inner nature of the subject or topic or to draw important conclusions about the subject or topic to create new understandings for the reader.

**Lacks** (*purpose, audience awareness, focus, idea development, transitional elements, control of grammar and usage*)—writing does not demonstrate any understandable \_\_\_\_\_ (purpose, audience awareness, focus, idea development, transitional elements, grammar and usage). Writing that “lacks” seems unclear as to the author’s intent.

**Lapses** (*purpose, organization*)—lapses indicate that the writer has successfully established a purpose or organizational pattern but moves away from it at some point (or points) in the writing.

**Limited** (*awareness of audience’s needs, idea development, transitional elements*)—writing may or may not present some level of \_\_\_\_\_ (awareness of audience’s needs, idea development, transitional elements), but the writing does not demonstrate that the student was able to do much with it to communicate to a reader.

**Literacy**-- Literacy includes reading, writing, speaking, listening, and observing (the five communication strands of literacy) and the creative and analytical acts involved in producing and comprehending text.

**Logical** (*organization*)—the pattern of organization within the writing makes sense to effectively communicate meaning. Logical organization is purposeful and intentional.

**Narrowed** (*purpose*)—the writing demonstrates that there is some sense of purpose and that attempt tries to focus on a purpose that is specific. However, the purpose may not be specific enough within the context of the writing nor completely focused (e.g., a personal narrative about “the first time I saw the ocean” that communicates this experience but also goes on to discuss “what we did later in the day”) may show narrowed purpose but lapses in focus.

**Organization**—the way writing is put together. Organization is demonstrated within sentences, paragraphs, and the writing as a whole. Organization may also refer to the way text features (e.g., charts, graphs) are used on the page to move the reader smoothly through the writing.

**Purpose**—the reason or need for writing. Writing for publication calls for an authentic purpose.

**Random** (*details, organization*)—writing presents details or organization that seems arbitrary or purposeless.

**Sentence structure to enhance meaning**—sentence structure that enhances meaning shows the writer’s deliberate or intentional construction of sentences to influence the meaning. (e.g., short sentences may provide emphasis; long sentences may provide a chance for pause or reflection. Fragments may be used for effect).

**Some** (*purpose, audience, idea development, transitional elements, grammar/usage, correctness*) —the writing demonstrates *some* of the language of the indicator, but does not contain a sufficient amount to demonstrate control (as it would in the “3” cell).

**Subtle** (*transitional elements*) —not obvious to the reader; subtle transitional elements lead the reader carefully through the writing.

**Sufficient** (*idea development*)—writing contains an adequate amount of idea development to successfully communicate the intended purpose to the reader.

**Transitional elements**—transitional words, phrases, sentences, or paragraphs that function to move the reader ahead smoothly from one section of the writing to the next (e.g., “first,” “likewise,” “Although some believe this\_\_\_\_\_, research suggests this\_\_\_\_\_”). Transitional elements may also include the effective use of text features (e.g., the effective use of white space, bullet points, sub-headings).

**Varied** (*transitional elements, sentence structure*)—multiple kinds/types of transitional elements or sentence structures appropriate for the kind of writing in which it occurs.

**Voice/Tone**—voice is a way of a writer showing his/her personality or attitude within the writing (e.g., saying something in a unique way, etc.). Voice depends upon the context of the piece so what is voice in one sample may not necessarily be voice in another. Tone is the attitude that comes across to the reader (e.g., direct, an “official” tone, a “scientific” tone, a “professional” tone).

**Weak** (*idea development, organization*) — not supportive of the writing’s idea development or organization. Weak idea development does not hold up or “support” the ideas that it is supposed to be developing. Likewise, weak organization does not help support or hold together a piece of writing.

### Understanding Language Used to Identify Parts of the Rubric

Kentucky Writing Scoring Rubric				
0	1	2	3	4
CONTENT				
Purpose and Audience; Idea Development; Support				
The writing: <input type="checkbox"/> Lacks purpose <input type="checkbox"/> Lacks awareness of audience <input type="checkbox"/> Lacks idea development; may provide random details	The writing: <input type="checkbox"/> Attempts to establish a general purpose; lacks details <input type="checkbox"/> Indicates limited awareness of audience's needs <input type="checkbox"/> Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre	The writing: <input type="checkbox"/> Attempts to establish and maintain a narrow purpose; some lapses in focus <input type="checkbox"/> Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone <input type="checkbox"/> Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious; may apply some characteristics of the genre	The writing: <input type="checkbox"/> Establishes and maintains authentic focus; purpose is maintained throughout <input type="checkbox"/> Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone <input type="checkbox"/> Demonstrates depth of idea development with specific, supporting details/support; applies characteristics of the genre	The writing: <input type="checkbox"/> Establishes and maintains an authentic focus; purpose is maintained throughout <input type="checkbox"/> Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone <input type="checkbox"/> Demonstrates reflective, critical and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre
0	1	2	3	4
STRUCTURE				
Organization: unity and coherence; Sentences: structure and length				
The writing: <input type="checkbox"/> Demonstrates random organization <input type="checkbox"/> Demonstrates ineffective sentence structure	The writing: <input type="checkbox"/> Demonstrates ineffective organization <input type="checkbox"/> Demonstrates limited and/or ineffective transitional elements <input type="checkbox"/> Demonstrates some ineffective or incorrect sentence structure	The writing: <input type="checkbox"/> Demonstrates logical organization with lapses in coherence <input type="checkbox"/> Demonstrates some effective transitional elements <input type="checkbox"/> Demonstrates simple sentences; may attempt more complex sentences but lacks control of sentence structure	The writing: <input type="checkbox"/> Demonstrates logical organization <input type="checkbox"/> Demonstrates logical, effective transitional elements <input type="checkbox"/> Demonstrates control and variety in sentence structure	The writing: <input type="checkbox"/> Demonstrates careful and/or subtle organization that enhances the purpose <input type="checkbox"/> Demonstrates varied and subtle transitional elements throughout <input type="checkbox"/> Demonstrates control, variety and complexity in sentence structure to enhance meaning
0	1	2	3	4
CONVENTIONS				
Language: grammar and usage, word choice; Correctness: spelling, punctuation, capitalization, abbreviation and documentation				
The writing: <input type="checkbox"/> Demonstrates lack of control in grammar and usage <input type="checkbox"/> Demonstrates incorrect or ineffective word choice <input type="checkbox"/> Demonstrates lack of control in correctness	The writing: <input type="checkbox"/> Demonstrates some control of grammar and usage with some errors that do not interfere with communication <input type="checkbox"/> Demonstrates simplistic and/or imprecise word choice <input type="checkbox"/> Demonstrates some control of correctness with some errors that do not interfere with communication	The writing: <input type="checkbox"/> Demonstrates control of grammar and usage relative to length and complexity <input type="checkbox"/> Demonstrates acceptable word choice appropriate for audience and purpose <input type="checkbox"/> Demonstrates control of correctness relative to length and complexity	The writing: <input type="checkbox"/> Demonstrates control of grammar and usage to enhance meaning <input type="checkbox"/> Demonstrates accurate, rich and/or precise word choice appropriate for audience and purpose <input type="checkbox"/> Demonstrates control of correctness to enhance communication	

## Categories of Writing

This resource is intended to provide teachers a list of common characteristics of the categories of writing found in student assessment portfolios. **The list of characteristics is not meant to be used as a checklist as student writing will not always reflect every characteristic listed.** Likewise, some student writing will reflect these characteristics in a variety of ways. Scorers should remember that the *Kentucky Writing Scoring Rubric* is the primary scoring tool for portfolio scoring. This resource may be used during writing instruction as well as assessment.

Reflective	Personal	Literary	Transactive
<p>An analysis and evaluation of personal progress in writing through multiple literacies/communication skills</p> <p>The writing...</p> <ul style="list-style-type: none"> <li>Contemplates the writer's literacy experience</li> <li>Describes literacy skills, strategies, and areas of growth</li> <li>Analyzes the writer's decisions about literacy growth</li> <li>Develops a connection between literacy skills and understanding of content knowledge</li> <li>Analyzes &amp; evaluates own strengths and areas of growth in writing</li> <li>Allows the content to determine the form and audience</li> <li>Organizes the connections logically, effectively, using paragraphing, transitions, a variety of sentences, etc.</li> <li>Uses grammar and word choice that is appropriate for purpose and audience</li> </ul>	<p><b>Narrative</b>-focuses on a significant single event</p> <p><b>Memoir</b>-focuses on the significance of a relationship with an individual person, place, animal, or thing</p> <p><b>Essay</b>-focuses on a central idea about the writer or the writer's life</p> <p>The writing...</p> <ul style="list-style-type: none"> <li>Establishes the significance of one event, relationship, or central idea</li> <li>Communicates the significance (impact) and/or leaves the reader with a single impression</li> <li>Develops ideas by using relevant/specific details from personal experiences</li> <li>Shows emotions, thoughts and/or insight through descriptions as appropriate</li> <li>Uses dialogue as appropriate</li> <li>Uses grammar and word choice that is appropriate for purpose and audience</li> </ul>	<p>Communication through authentic literary forms to make meaning of the human condition created from the imagination of the writer</p> <p>The writing (short story, play)...</p> <ul style="list-style-type: none"> <li>Focuses on some aspect of human experience</li> <li>Contains elements that are characteristic of genre: plot (conflict, crisis, resolution), setting, character development, theme, and point of view</li> <li>Uses thoughts, actions, descriptions to develop plot, setting, character, and theme</li> <li>Develops the plot through conflict and resolution</li> <li>Manages literary techniques and effective organizational strategies to communicate ideas and feelings to reader</li> <li>May use dialogue to enhance meaning</li> <li>Uses grammar and word choice that is appropriate for purpose and audience</li> </ul> <p>The writing (poetry)...</p> <ul style="list-style-type: none"> <li>Focuses on the purpose (e.g., paints a picture, recreates a feeling, tells a story, captures a moment, evokes an image, shows an extraordinary perception of the ordinary based on human experience)</li> <li>May use insight and reflection to show depth of idea development</li> <li>Uses sensory details and/or poetic devices to create a mood, scene, and /or image</li> <li>Does not sacrifice meaning for rhyme</li> <li>Maintains coherence and unity</li> <li>Uses white space, line breaks, and/or shape to enhance meaning</li> <li>Uses grammar and word choice that is appropriate for purpose and audience</li> </ul>	<p>Informative/persuasive/analytical writing that presents ideas and information in letters, speeches, editorials, articles, academic papers, other</p> <p>The writing...</p> <ul style="list-style-type: none"> <li>Is from the perspective of an informed writer to a less informed reader (may even be a new perspective on the topic)</li> <li>Contains a specific purpose and makes it clear what the reader should know, do, and/or believe as a result of reading the piece</li> <li>Is intended for an authentic audience and strives to meet the needs of the audience</li> <li>Employs a suitable tone for purpose and audience</li> <li>Presents ideas and information to accomplish the purpose</li> <li>Provides specific, relevant support, (facts, examples, reasons, anecdotes, comparisons, quotes, charts, graphs) showing knowledge of the subject</li> <li>Reveals ability to think logically for the purpose and explain clearly/persuasively</li> <li>Organizes logically, effectively, using paragraphing, transitions, headings, etc. (text features)</li> <li>Uses grammar and word choice that is appropriate for purpose and audience</li> <li>Documents sources appropriately</li> </ul>

# Applying the Criteria of Effective Writing to Poetry

## Content

### Audience/Purpose

- ☐ The piece shows understanding of the reader's perspective.
- ☐ The piece meets the needs of the reader by adhering to the conventions of poetry.
- ☐ The piece chooses and narrows a topic.
- ☐ The writer focuses on the purpose (e.g., paints a picture, re-creates a feeling, tells a story, captures a moment, evokes an image, shows an extraordinary perception of the ordinary).
- ☐ The writer uses an individual voice.
- ☐ The writer creates a title which captures the essence of the poem and creates reader interest.

### Idea Development/Support

- ☐ The writer's evidence of insight and reflection may provide depth of idea development.
- ☐ The writer uses sensory details.
- ☐ The writer uses poetic devices (similes, metaphors, imagery, etc.).
- ☐ The writer creates a mood, scene, image.
- ☐ The writer does not sacrifice meaning for rhyme.

## Structure

### Organization

- ☐ The writer maintains coherence and unity.
- ☐ The writer arranges the poem using white space, line breaks and shape to enhance meaning.

### Sentences

- ☐ The writer uses line breaks effectively.
- ☐ The writer employs rhythm, melody or perhaps rhyme.



## Conventions

### Language

- ❑ The writer makes language choices based on economy, precision, richness, surprise and/or impact on the reader.
- ❑ Language is descriptive.
- ❑ The writer uses strong verbs and precise nouns.
- ❑ Figurative language is used when appropriate.

### Correctness

- ❑ Spelling is correct.
- ❑ Capitalization is correct.
- ❑ The writer uses correct end punctuation, commas, quotations marks and apostrophes.
- ❑ The writer departs legitimately from the standard correctness to enhance the meaning of the poem.

# Applying the Criteria of Effective Real-World Writing to Informative and Technical Writing

<b>Content</b>
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## **Purpose/Audience**

- ❑ The piece may be written for a highly selective readership.
- ❑ The piece may be written for a variety of audiences who will read only selected parts of the piece.
- ❑ The purpose is often embedded in the context of the writing and is less obvious to an outside reader (often the purpose is embedded in the heading).
- ❑ Reader-appeal in the sense of “entertainment” value may not apply.
- ❑ The writer may assume the reader brings to the writing an interest in the subject; therefore, the lead may be less engaging than direct.
- ❑ Introductions may seem abrupt because the writer may be relying on the reader’s prior knowledge.
- ❑ The voice may be more professional/business-like than personal.
- ❑ The use of voice is likely not for the purpose of amusement or entertainment; more emphasis may be placed on appropriate tone than on voice.

## **Idea Development/Support**

- ❑ Idea development may be a function of how thoroughly the content is discussed and how accurate and specific the writing is.
- ❑ Elaboration of ideas may be contained within visuals and data sets that the reader is expected to read and understand, not just view as decoration.
- ❑ The piece may contain more facts than examples.
- ❑ The piece may contain few statements of personal opinion.
- ❑ The piece may give more detail than interpretation of detail.
- ❑ The piece may have more information than persuasion.
- ❑ Importance may be placed on how information was obtained.
- ❑ Extensive use of documentation in technical writing may be necessary to establish authority.
- ❑ Supporting details may take the form of graphics, statistics, results of surveys, graphs, illustrations.
- ❑ Use of irony, humor, surprise, paradox, etc., which are highly valued in literature, may be used sparingly or be absent.

## Structure

### Organization

- ❑ Emphasis may be placed on techniques of organization and format such as use of white space, fonts, and placement of graphics within the piece.
- ❑ Transitions may be signaled by subject headings and subtitles.
- ❑ Some information may appear in lists using bullets or numbers.
- ❑ The organization of the piece may be dictated by the accepted format of the genre.
- ❑ Accepted methods of documentation may seem an obstacle to reading.
- ❑ Paragraphing and use of section headers may be more frequent.

### Sentences

- ❑ Sentences may be shorter because information is presented concisely.
- ❑ Sentence structure may be less varied and less complex.

## Conventions

### Language

- ❑ Language may be precise; richness is usually not a priority.
- ❑ Language is technically correct.
- ❑ Use of passive voice may be appropriate, particularly in scientific writing.
- ❑ Technical terms may be used, defined as necessary for the targeted audience.

# Applying the Criteria to Written Analysis

<b>Content</b>
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## **Purpose/Audience**

- ☐ demonstrates a student's ability to narrow and focus a topic, issue or problem
- ☐ clearly identifies and defines controlling idea to break down (analyze) the "how," "why," "to what extent" or "to what degree" of the topic, issue or problem
- ☐ demonstrates student choice and ownership
- ☐ demonstrates student's ability to analyze for a larger purpose—to answer a real question for readers who might want or need to know the answer(s)
- ☐ explains relationships and makes connections sufficient to meet audience's needs
- ☐ demonstrates the writer's ability to engage the interests of an audience beyond the teacher (but may include the teacher)
- ☐ demonstrates appropriate voice or tone for purpose and audience

## **Idea Development/Support**

- ☐ demonstrates depth of idea development through analysis
- ☐ breaks down topic, issue or problem into parts to draw new relationships or make new connections about the whole
- ☐ demonstrates necessary, justified, logical, relevant, credible and specific support for ideas
- ☐ demonstrates evidence of the writer's ability to discuss material appropriately and insightfully through analysis
- ☐ demonstrates sufficient content understanding
- ☐ demonstrates complex, analytical thinking and insight about information presented
- ☐ demonstrates the effective integration of source material to support ideas. The writing does not include quotations simply to include quotations; rather, the writing demonstrates the use of source material and factual information to support analysis
- ☐ applies characteristics of the genre (e.g., article, proposal, literary analysis)

## Structure

### Organization

- ☐ demonstrates logical, coherent organization for purpose and audience (e.g., comparison/contrast, cause/effect, problem/solution, pro/con argument)
- ☐ is organized around a central thesis/controlling idea and is carefully developed to support that thesis/controlling idea
- ☐ is organized effectively given the characteristics of the genre
- ☐ demonstrates appropriate use of transitional elements

### Sentences

- ☐ demonstrates appropriate sentence structure for purpose, audience and genre
- ☐ demonstrates grammatically-correct, effective sentences

## Conventions

### Language

- ☐ demonstrates appropriate word choice to support meaning; writing is concise and clear and appropriate to purpose and audience
- ☐ demonstrates appropriate, effective language and word choice

### Conventions

- ☐ observes standard conventions of grammar, spelling, punctuation and documentation

# Applying the Criteria of Effective Writing to Reflective Writing

## Content

### Audience/Purpose

The writing may

- focus on a single strand of literacy (e.g., *reading, writing, speaking, listening, observing*), multiple strands or literacies (e.g., *writing and speaking, content area literacy and learning, 21<sup>st</sup> century literacies*), or various combinations as applied to learning and growth in writing.
- maintain purpose throughout the writing.
- define literacy broadly or narrowly.
- be focused in different ways depending on the student's unique experience.
- be written in a variety of transactive forms to suit the established purpose (e.g., *letter, personal essay*).
- be written for a general or more specific reader.

The writing should

- communicate the reflective purpose to an appropriate reader.
- communicate clearly with the intended reader.
- analyze and evaluate writing growth.
- use narrative (e.g., *experiences in literacy and learning*) to communicate a transactive purpose (e.g., *analyzing and evaluating to inform about growth in writing*) to an appropriate reader.
- be authentic to the student.
- demonstrate ownership.
- maintain appropriate voice/tone.

### Idea Development/Support

The writing may

- be developed in a variety of transactive forms appropriate to purpose and audience (e.g., *letter, personal essay*).

The writing should

- demonstrate a student's understanding of how experiences in literacy and learning have affected growth in writing.
- demonstrate a student's ability to define literacy as it pertains to him/her and his/her relevant experiences.
- be developed using a specific experience or experiences as examples and support.
- demonstrate sufficient idea development with appropriate details and support.
- demonstrate a student's ability to make connections between and among literacy learning experiences and growth in writing.
- apply characteristics of chosen genre.

## Structure

### Organization

The writing may

- be organized in different ways given choice of focus, purpose, and audience.

The writing should

- be organized to sufficiently communicate intended purpose.
- demonstrate logical and coherent organization.
- be written appropriately for chosen form or format.
- demonstrate effective use of transitional elements.

### Sentences

The writing should

- demonstrate a variety of sentence structures as appropriate to the focus, audience and form.
- demonstrate control of sentence structure

## Conventions

### Language

The writing should

- demonstrate language that is acceptable and appropriate for the intended purpose and audience.

### Correctness

The writing should

- demonstrate correct grammar and usage throughout.
- demonstrate correct spelling, capitalization, punctuation, documentation and abbreviation.